



# Universal Provision in St Mary's

# Nursery & Reception

| Communication and interaction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Social, emotional, and behavioural difficulties                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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                                                                      | Sensory and/or physical                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          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| <ul style="list-style-type: none"> <li>• Use clear simple instructions.</li> <li>• Prepare for change:               <ul style="list-style-type: none"> <li>- Visual timetable</li> <li>- 5 minute warning that the activity is going to change – use hand bells to signal warning then time for change.</li> </ul> </li> <li>• Consistent use of positive language.</li> <li>• Use of visual prompts (timetable/instructions)</li> <li>• Clear labelling of objects in the classroom - use of photo/ words.</li> <li>• Topic word mats.</li> <li>• Word/picture fans.</li> <li>• Displays reinforce subject specific vocabulary.</li> <li>• Clear and consistent rewards and sanctions (stickers, marble in the jar, certificates, Golden Time).</li> <li>• Calm learning environment.</li> <li>• Regular short brain breaks – Wake up/ Shake up/ Cosmic kids/ Count and workout/Wiggle Dance.</li> <li>• Groups work looking at social stories.</li> <li>• Use of Makaton signs – please, thank you, Good Morning, more, finished, drink, eat, toilet, playtime, dinner time. Displayed for staff and children to use daily.</li> <li>• Golden rules displayed near carpet for reference.</li> <li>• Songs/ Rhymes used to help with daily routines and learning new vocabulary.</li> </ul> | <ul style="list-style-type: none"> <li>• Clear whole school behaviour policy.</li> <li>• Consistent use of rewards and sanctions (time out, Golden Rules, stickers, certificates)</li> <li>• Reinforce rules with visual prompts.</li> <li>• Positive intervention strategies – de-escalation, distraction, positive language.</li> <li>• Restorative practice.</li> <li>• Allow the children to choose between two activities – giving simple choices.</li> <li>• Now and Next – Finished.</li> <li>• Structured routines and guidelines – visual timetable displayed near carpet area.</li> <li>• Calming strategies and access to sensory area outside of main classroom,</li> <li>• Clear communication with parents/carers – open door policy.</li> <li>• Circle time – Use Cuddles the Teddy to talk and take turns. Good listening prompts.</li> <li>• Staff have had ADHD training, Team Teach/ restraint training and trauma informed schools talk.</li> <li>• Sensory equipment available outside the classroom – disco lights, weighted blanket, squidgy toys, bubbles, etc.</li> <li>• Access to quiet area outside of the classroom.</li> <li>• Outside learning opportunities – Daily access to outside classroom, Welly Wednesday sessions in school garden.</li> <li>• Mindfulness activities – rainbow breathing, ribbons, colour song, cosmic yoga.</li> <li>• Sut wyt ti? Board – children to place their faces daily to show how they feel.</li> <li>• Emotion fans, emotion dice, emotion stories, feelings puppets in feelings basket.</li> <li>• Mirror and emotion faces round mirror on entrance to classroom.</li> </ul> | <ul style="list-style-type: none"> <li>• Good quality first teaching.</li> <li>• Appropriately differentiated work. – sometimes by task, often by support given.</li> <li>• Use of adults in setting to support learners.</li> <li>• Termly progress meetings with SLT.</li> <li>• Flexible classroom arrangements.</li> <li>• Continuous provision with range of different resources where support and extension is given by adults playing in the provision with Children.</li> <li>• Outdoor learning opportunities – weekly Welly Wednesday sessions and daily access to outdoor classroom.</li> <li>• Alternative methods of recording (group work/scribed/voice recording).</li> <li>• Multi sensory approach to learning – hands on approach specific to children's level of development.</li> <li>• Provide scaffolding in the area they are working.</li> <li>• Clear learning objectives and success criteria – verbally using class puppet.</li> <li>• Avoid using a white background where possible.</li> <li>• Ensure the font used is clear.</li> <li>• Talking partners.</li> <li>• Group discussion.</li> <li>• Interactive feedback.</li> <li>• Visual cues to aid children complete tasks.</li> <li>• Vocabulary mats for help when working on tasks.</li> </ul> | <ul style="list-style-type: none"> <li>• Designated quiet spaces for children if they need time away from busy classroom.</li> <li>• Sensory resources - bubbles, sand timers, glitter bottles, gel bags, weighted blanket, squidgy toys, fidget spinners, rubix cube, playdough, putty, ribbons, fabric squares, bubble tube light, instruments, iPad, jigsaws available if needed.</li> <li>• Visual timetable.</li> <li>• Chunky pencils.</li> <li>• Seating on the carpet.</li> <li>• Position of the teacher.</li> <li>• Appropriate lighting. – fairy lights, disco ball, rainbow lights, bubble tube light, dimmed lights.</li> <li>• Choice of where to complete work.</li> <li>• Thinking time.</li> <li>• Consolidation of learning.</li> <li>• Fine motor table – tweezers, pegs, locks, spoons, threading, stickle bricks, fuzzy felt, Lego, magnet blocks, hex blocks, interstar.</li> <li>• Physical development area in outdoor classroom and on playgroup and in school garden.</li> <li>• Music used to create calm ambiance in classroom – at start/ end of day, during transition times, during group work.</li> </ul> |

# Year 1

| Communication and interaction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Social, emotional, and behavioural difficulties                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Cognition and learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Sensory and/or physical                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <ul style="list-style-type: none"> <li>Use clear simple instructions.               <ul style="list-style-type: none"> <li>Delivered in manageable chunks.</li> </ul> </li> <li>Check for understanding.</li> <li>Prepare for change:               <ul style="list-style-type: none"> <li>Visual timetable</li> <li>5-minute warning that the activity is going to change.</li> </ul> </li> <li>Consistent use of positive language.</li> <li>Visual cues and prompts</li> <li>Clear labelling of areas and objects in the classroom.</li> <li>Topic word mats.</li> <li>Displays reinforce subject specific vocabulary.</li> <li>Clear and consistent rewards and sanctions (dojo, marble jar, golden rules and behaviour policy).</li> <li>Calm learning environment.</li> <li>Regular short breaks.</li> <li>Group work.</li> <li>Learning discussions with peers.</li> <li>iPads and Chrome books available to support independent learning.</li> </ul> | <ul style="list-style-type: none"> <li>Clear whole school behaviour policy.</li> <li>Consistent use of rewards and sanctions (dojos and time out).</li> <li>Reinforce rules with visual prompts.</li> <li>Positive intervention strategies.</li> <li>Restorative practice.</li> <li>Allow children to choose between activities.</li> <li>Structured routines and guidelines.</li> <li>Calming strategies and access to a quieter area.</li> <li>Clear communication with parents/carers.</li> <li>Circle time.</li> <li>Sensory equipment available.</li> <li>Access to sensory space outside of the classroom.</li> <li>Outside learning opportunities.</li> <li>Mindfulness activities.</li> <li>Positive Relationships</li> <li>Social Stories.</li> <li>Modal and/or scaffold tasks.</li> </ul> | <ul style="list-style-type: none"> <li>Good quality first teaching.</li> <li>Appropriately differentiated work.</li> <li>Termly progress meetings.</li> <li>Flexible classroom arrangements.</li> <li>Continuous provision with differentiated challenges.</li> <li>Outdoor learning opportunities.</li> <li>Alternative methods of recording (group work/scribed/voice recording/pictures).</li> <li>Multi-sensory approach to learning.</li> <li>Provide scaffolding in the area they are working.</li> <li>iPads.</li> <li>Chrome books.</li> <li>Clear learning objectives and success criteria.</li> <li>Use of WAGOLL</li> <li>Ensure the font used is clear.</li> <li>Talking partners.</li> <li>Group discussion.</li> <li>Interactive feedback.</li> <li>Visual cues and support.</li> </ul> | <ul style="list-style-type: none"> <li>Access to a quieter space.</li> <li>Access to sensory resources.</li> <li>Now and Next.</li> <li>Chunky pencil.</li> <li>Pencil grips.</li> <li>Reduce background noise.</li> <li>Seating on the carpet.</li> <li>Position of the teacher.</li> <li>Appropriate lighting.</li> <li>Choice of where to complete work.</li> <li>Thinking time.</li> <li>Consolidation of learning.</li> <li>Fine motor skills activities.</li> <li>Neutral theme in the classroom.</li> </ul> |

# Year 2

| Communication and interaction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Social, emotional, and behavioural difficulties                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Cognition and learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Sensory and/or physical                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <ul style="list-style-type: none"> <li>• Clear simple instructions.</li> <li>• Positive language is used.</li> <li>• Clear labelling of areas in our classroom.</li> <li>• Word mats related to our topic.</li> <li>• Tricky word mats to help us.</li> <li>• Phonics mats to help us.</li> <li>• Displays that reinforce subject specific vocabulary.</li> <li>• Inside voices are used for a calm learning environment.</li> <li>• iPads and Chrome books available to support independent learning.</li> <li>• Group Work (sometimes mixed ability)</li> <li>• Speech and Language targets carried out</li> <li>• Pupil Voice used</li> <li>• One step instructions given to targeted children.</li> <li>• Then and Now.</li> </ul> | <ul style="list-style-type: none"> <li>• Clear whole school behaviour policy.</li> <li>• Consistent use of rewards and sanctions (marble jar/time out).</li> <li>• Our Class Promise contract.</li> <li>• Our Golden Rules and Values are displayed.</li> <li>• Plan our marble jar treat together</li> <li>• Positive intervention strategies.</li> <li>• Structured routines and guidelines.</li> <li>• Clear communication with parents/carers.</li> <li>• Circle time.</li> <li>• Class Teacher had part 1 ADHD training and trauma informed.</li> <li>• Outside learning opportunities (Plan, do and Review &amp; Muddy Monday).</li> <li>• Mindfulness activities</li> <li>• Positive relationships promoted between children and staff.</li> <li>• Reward charts.</li> <li>• Timers.</li> <li>• Five minute warnings before transitions.</li> <li>• Distraction techniques.</li> <li>• Feelings 'check in'.</li> </ul> | <ul style="list-style-type: none"> <li>• Organised/structured timetable</li> <li>• Appropriately differentiated work.</li> <li>• Continuous provision where children can independently practise their skills.</li> <li>• Outdoor learning opportunities. (Outdoor Area and Muddy Monday)</li> <li>• Supported with difficulties when working iPads.</li> <li>• Chrome books.</li> <li>• Clear learning intentions</li> <li>• Partners used for various activities.</li> <li>• Group/Class discussions used regularly.</li> <li>• Termly progress meetings with SLT.</li> <li>• Verbal feedback given to the child at time of marking.</li> <li>• Timers.</li> </ul> | <ul style="list-style-type: none"> <li>• Worship area for quiet time</li> <li>• Chunky pencil.</li> <li>• Neutral classrooms</li> <li>• Thinking time.</li> <li>• Consolidation of learning.</li> <li>• Fine motor skills activities.</li> <li>• Physical development opportunities available at break/lunch times and Muddy Monday.</li> <li>• Free access to Outdoor area available during continuous provision daily.</li> <li>• Play dough interventions for targeted children.</li> <li>• Movement brain breaks (GoNoodle, Cosmic Kids Yoga, Jack Hartmann).</li> <li>• Fidget basket.</li> </ul> |

# Year 3

| Communication and interaction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Social, emotional, and behavioural difficulties                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Cognition and learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Sensory and/or physical                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <ul style="list-style-type: none"> <li>• Use clear simple instructions.</li> <li>• Consistent use of positive language.</li> <li>• Talking partners.</li> <li>• Talk for writing.</li> <li>• Use of visual prompts (timetable/instructions)</li> <li>• Regular short brain breaks.</li> <li>• Clear labelling of areas within the classroom.</li> <li>• Group work.</li> <li>• Pupil voice, eg: topic ideas.</li> <li>• Visual resources, eg: letter and sounds mat, number lines.</li> <li>• Frequent eye contact.</li> <li>• Buttons in challenge areas for pupils to listen to instructions.</li> </ul> | <ul style="list-style-type: none"> <li>• Clear whole school behaviour policy.</li> <li>• Consistent use of rewards and sanctions (dojos/time out).</li> <li>• Marble Jar treat.</li> <li>• Structured routines and guidelines.</li> <li>• Positive intervention strategies.</li> <li>• Circle time.</li> <li>• Clear communication with parents/carers.</li> <li>• Five ways to wellbeing.</li> <li>• Self registration.</li> <li>• Timers.</li> <li>• Golden rules and values displayed.</li> <li>• Staff trained on Trauma Informed Schools and Zones of Regulation.</li> <li>• Digital Portfolios.</li> <li>• Growth mindset.</li> <li>• Mindfulness activities.</li> </ul> | <ul style="list-style-type: none"> <li>• Appropriately differentiated work.</li> <li>• Opportunities for group work.</li> <li>• Use of iPads/ Chromebooks (when necessary).</li> <li>• Talking partners/ Group discussion.</li> <li>• Clear learning objectives.</li> <li>• Provide scaffolding in the area they are working.</li> <li>• Visual cues and support.</li> <li>• Structured timetable.</li> <li>• Verbal feedback.</li> <li>• Suitable seating arrangements.</li> <li>• VIP Room to encourage independent learning.</li> <li>• Tickled Pink/Growing Green.to show achievements and next steps.</li> <li>• Use of working walls.</li> <li>• Outdoor learning sessions.</li> <li>• Use of iPads/Chromebooks.</li> <li>• Termly progress meetings with SLT.</li> <li>• Timers.</li> <li>• Have a go spelling books.</li> </ul> | <ul style="list-style-type: none"> <li>• Thinking time.</li> <li>• Consolidation of learning.</li> <li>• Reduce background noise.</li> <li>• Pencil grip.</li> <li>• Calm music when appropriate.</li> <li>• Movement brain breaks.</li> <li>• Fidget toys where appropriate.</li> <li>• Appropriate seating, ie: for seeing and hearing.</li> <li>• Appropriate ventilation.</li> <li>• Neutral and calm colour themes in the classroom.</li> <li>• Outdoor learning sessions.</li> <li>• Access to calm area in neighbouring VIP room.</li> </ul> |

# Year 4

| Communication and interaction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Social, emotional, and behavioural difficulties                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Cognition and learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Sensory and/or physical                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <ul style="list-style-type: none"> <li>• Use simple, clear instructions.</li> <li>• Break instructions down into smaller steps which are repeated.</li> <li>• Frequent eye contact.</li> <li>• Use of thumbs up/ thumbs down before during and after a task.</li> <li>• Clear and consistent rewards and sanctions (Dojos, Golden Rules and sanctions ladder).</li> <li>• Topic word mats with subject specific vocabulary.</li> <li>• Number tracks, alphabet sheets and Alan Peate sentence cards available.</li> <li>• Clear labels around the classroom.</li> <li>• Blwyddyn 4 display board has timetables and rotas clearly displayed.</li> <li>• Consistent use of positive language and reinforcement.</li> <li>• Calm learning environment.</li> <li>• 5 Ways to Well Being (Active- regular brain breaks).</li> <li>• Emotions wheel for self-registration.</li> <li>• iPads and Chrome Books available to support independent learning.</li> <li>• Have a Go spelling books to support independent learning.</li> <li>• Use feedback and questions that promote self-observation.</li> <li>• Prepare for change- give a 5-minute warning that the activity is going to end/change.</li> <li>• Visual timetable.</li> </ul> | <ul style="list-style-type: none"> <li>• Clear, whole school behaviour policy.</li> <li>• Consistent use of rewards and sanctions (marble jar, Dojos, sanctions ladder).</li> <li>• Reinforce rules with visual prompts (Blwyddyn 4 display board has Golden Rules and Sanctions clearly displayed).</li> <li>• 5 Ways to Wellbeing (Mindful e.g. taking a minute to be aware of surroundings, breathing exercises).</li> <li>• Regular communication between home and school.</li> <li>• Structured routines and prepare for change.</li> <li>• Plans for the day shared at the start of the day.</li> <li>• Emotions wheel for self-registration.</li> <li>• Digital Portfolio (including a one page profile) updated termly as a minimum.</li> <li>• Growth Mind-set</li> <li>• RSE sessions regarding the appropriate names for the body parts and appropriate/inappropriate touching.</li> <li>• Access to a quiet space if needed.</li> </ul> | <ul style="list-style-type: none"> <li>• Termly progress meetings.</li> <li>• Teaching is adapted to meet different learning styles.</li> <li>• Clear learning objectives and success criteria shared at the start of each lesson and referred back to throughout the lesson.</li> <li>• Always Success criteria is on display.</li> <li>• Appropriately differentiated work.</li> <li>• Regular 'check ins' with teacher during a task.</li> <li>• Provide scaffolding for the task.</li> <li>• Working Wall and WAGOLL for literacy and numeracy to provide continued support and examples.</li> <li>• Support from Teacher when required.</li> <li>• Where possible complete the most challenging activities early in the day.</li> <li>• Alternative methods of recording (dictate tool, voice recording, group work).</li> <li>• Talk partners.</li> <li>• iPads and Chrome books available.</li> <li>• Verbal 'in the moment' feedback.</li> <li>• Opportunities for self assessment.</li> <li>• Tickled Pink and Growing Green used when marking work to clearly show what has been achieved and where improvements could be made.</li> <li>• Opportunities to edit and improve work using a green pen.</li> <li>• Pupil Power to inform what is taught and learned.</li> <li>• Resource table – literacy/numeracy.</li> <li>• Phonics help cards.</li> </ul> | <ul style="list-style-type: none"> <li>• Position of the teacher.</li> <li>• Position of pupil in relation to the board.</li> <li>• Appropriate lighting and blinds.</li> <li>• Use of appropriate colour combinations (backgrounds and text) on paper and presentations.</li> <li>• Amser meddwl (Thinking Time).</li> <li>• Consolidation of learning.</li> <li>• Quieter working environment when the task requires it e.g. literacy or numeracy.</li> <li>• Appropriate ventilation and room temperature.</li> <li>• Movement breaks</li> <li>• Clear and tidy learning environment with neutral colour themes.</li> <li>• Access to a quiet space if needed.</li> <li>• Fidget toys.</li> </ul> |

# Year 5

| Communication and interaction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Social, emotional, and behavioural difficulties                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Cognition and learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Sensory and/or physical                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <ul style="list-style-type: none"> <li>• Use simple, clear instructions.</li> <li>• Break instructions down into smaller steps which are repeated.</li> <li>• Frequent eye contact.</li> <li>• Use of thumbs up/ thumbs down before during and after a task.</li> <li>• Clear and consistent rewards and sanctions (Dojos, Golden Rules and sanctions ladder).</li> <li>• Topic word mats with subject specific vocabulary.</li> <li>• Number squares and Alan Peate sentence cards available.</li> <li>• Ninja book and dictionaries.</li> <li>• Clear labels around the classroom.</li> <li>• Blwyddyn 4 display board has timetables and rotas clearly displayed.</li> <li>• Consistent use of positive language and reinforcement.</li> <li>• Calm learning environment.</li> <li>• 5 Ways to Well Being (Active- regular brain breaks).</li> <li>• Emotions faces for self-registration.</li> <li>• Pupil Power to encourage pupil voice.</li> <li>• iPads and Chrome Books available to support independent learning.</li> <li>• Have a Go spelling books to support independent learning.</li> <li>• Use feedback and questions that promote self-observation.</li> <li>• Prepare for change- give a 5-minute warning that the activity is going to end/change.</li> <li>• Visual timetable.</li> <li>• List of steps of a task on board as reminder.</li> <li>• Talking partners.</li> <li>• Working wall – key vocabulary.</li> <li>• Eye contact.</li> </ul> | <ul style="list-style-type: none"> <li>• Clear, whole school behaviour policy.</li> <li>• Consistent use of rewards and sanctions (marble jar, Dojos, sanctions ladder).</li> <li>• Reinforce rules with visual prompts (Blwyddyn 4 display board has Golden Rules and Sanctions clearly displayed).</li> <li>• 5 Ways to Wellbeing (Mindful e.g. taking a minute to be aware of surroundings, breathing exercises).</li> <li>• Regular communication between staff, home and pupils.</li> <li>• Structured routines and prepare for change.</li> <li>• Plans for the day shared at the start of the day.</li> <li>• Safe space outside of the classroom for calm/quiet time.</li> <li>• Emotions faces for self-registration.</li> <li>• Digital Portfolio (including a one page profile) updated termly as a minimum.</li> <li>• Growth Mind-set</li> <li>• RSE sessions regarding the appropriate names for the body parts and appropriate/inappropriate touching.</li> </ul> | <ul style="list-style-type: none"> <li>• Termly progress meetings.</li> <li>• Teaching is adapted to meet different learning styles.</li> <li>• Clear learning objectives and success criteria shared at the start of each lesson and referred back to throughout the lesson.</li> <li>• Always Success criteria is on display.</li> <li>• Appropriately differentiated work.</li> <li>• Regular 'check ins' with teacher during a task.</li> <li>• Provide scaffolding for the task.</li> <li>• Working Wall and WAGOLL for literacy and numeracy to provide continued support and examples.</li> <li>• Support from Teacher when required.</li> <li>• Alternative methods of recording (dictate tool, voice recording, group work).</li> <li>• Talk partners.</li> <li>• iPads and Chrome books available.</li> <li>• Verbal 'in the moment' feedback.</li> <li>• Opportunities for self assessment.</li> <li>• Tickled Pink and Growing Green used when marking work to clearly show what has been achieved and where improvements could be made.</li> <li>• Opportunities to edit and improve work using a green pen.</li> <li>• Pupil Power to inform what is taught and learned.</li> <li>• Resource table – literacy/numeracy.</li> <li>• Phonics help cards.</li> </ul> | <ul style="list-style-type: none"> <li>• Position of the teacher.</li> <li>• Position of pupil in relation to the board/staff.</li> <li>• Appropriate lighting and blinds.</li> <li>• Use of appropriate colour combinations (backgrounds and text) on paper and presentations.</li> <li>• Amser meddwl (Thinking Time).</li> <li>• Consolidation of learning.</li> <li>• Quieter working environment when the task requires it e.g. literacy or numeracy.</li> <li>• Appropriate ventilation and room temperature.</li> <li>• Movement breaks</li> <li>• Clear and tidy learning environment with neutral colour themes.</li> <li>• Access to a quiet space if needed.</li> <li>• Clear and tidy areas.</li> <li>• Fidget toys.</li> </ul> |

# Year 6

| Communication and interaction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Social, emotional, and behavioural difficulties                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Cognition and learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Sensory and/or physical                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <ul style="list-style-type: none"> <li>• Use of clear and simple instructions.</li> <li>• Visual timetable on the board.</li> <li>• Regular pit-stops and reminders of time left for activities.</li> <li>• Visual learning intention.</li> <li>• Task instructions on screen where appropriate.</li> <li>• Clear labelling of objects in the classroom.</li> <li>• 'Dictionary corner' on working wall displays topic-related words.</li> <li>• Clear and consistent rewards and sanctions (sanction ladder on display, marble jar, class dojo).</li> <li>• Calm and clutter-free learning environment.</li> <li>• Ipads, Chromebooks, topic related information books accessible to support independent learning.</li> <li>• Working walls to aid with literacy and numeracy.</li> <li>• Have a go spelling books, dictionaries, thesaurus and Ninja books to aid with independence in literacy.</li> <li>• Access to maths manipulatives related to current concept.</li> <li>• Self register .</li> </ul> | <ul style="list-style-type: none"> <li>• Clear whole school behaviour policy.</li> <li>• Whole school golden rules on display.</li> <li>• Values on display.</li> <li>• Consistent use of rewards (marbles for whole class and dojos for individual).</li> <li>• Structured routines – visual timetable.</li> <li>• Quiet corner or ability to move to table outside of door.</li> <li>• Calm and clutter free learning environment – neutral colours.</li> <li>• Use of calming music where appropriate.</li> <li>• Water accessible.</li> <li>• Class worry/question box.</li> <li>• Mindfulness activities, linked to 'MAGIC.'</li> <li>• Environment which encourages openness and class discussion.</li> <li>• RSE sessions regarding relationships, puberty and body image.</li> <li>• Internet safety sessions.</li> <li>• ADHD trained and Trauma Informed trained.</li> <li>• Pupil Power to inform our challenges and topic planning, giving pupils more ownership of their learning.</li> <li>• Self registration.</li> <li>• Use of Digital Portfolios to annotate and celebrate progress, achievements and experiences.</li> <li>• Zones of regulation trained.</li> </ul> | <ul style="list-style-type: none"> <li>• Differentiated work.</li> <li>• Scaffolds to assist where needed.</li> <li>• Termly pupil progress reviews with HT as well as termly reports/parents' evenings for parents and carers.</li> <li>• Some use of flexible seating where suitable e.g. bean bags and cushions or carpet area.</li> <li>• Challenge area, pupil-informed, offering choice and challenge to encourage independent learning.</li> <li>• Some planned opportunities for pupil choice regarding how work is recorded/presented.</li> <li>• Range of reference books and materials to support, accessible to pupils at all times.</li> <li>• Working walls to aid literacy and numeracy.</li> <li>• Recaps to consolidate prior learning.</li> <li>• Learning intention (Nod y wers) displayed each session.</li> <li>• Always success criteria on display.</li> <li>• Shared success criteria for each task, sometimes differentiated.</li> <li>• Self and peer assessment (tickled pink and growing green).</li> <li>• Editing and improving in green pen.</li> <li>• Talking partners/discussion time.</li> </ul> | <ul style="list-style-type: none"> <li>• Calm corner and opportunity to move outside to table outside classroom door.</li> <li>• Classroom management to promote quiet working where appropriate.</li> <li>• Calm music where appropriate.</li> <li>• Dimmed lighting with fairy lights/lamps when appropriate.</li> <li>• Access to a range of equipment when needed e.g. pen grips, ear defenders, fidgets.</li> <li>• Blinds to control glare.</li> <li>• Teacher moves around and can sit at any table/stand anywhere in the room.</li> <li>• Thinking and reflection time.</li> <li>• Movement breaks.</li> <li>• Differentiated handwriting resources to aid with cursive and legible handwriting.</li> <li>• Access to right- and left-handed scissors.</li> <li>• Use of calming and appropriate colour combinations e.g. displays.</li> </ul> |